METHODS OF ACHIEVING COURSE OBJECTIVES:

1. Reading and discussion of required texts.
2. Lecture by faculty.
3. Class presentations by students.
4. Video.
5. Six reflection papers.
6. One research paper.
7. Case studies.

REQUIRED TEXTBOOKS:

Student Reader.

Maguire, Daniel C. The Moral Core of Judaism and Christianity. Minneapolis: Fortress Press, 1993.

Gustafson, James M. Protestant and Roman Catholic Ethics: Prospect for Rapprochement. Chicago: The University of Chicago Press, 1978.

Daly, Lois K., ed. Feminist Theological Ethics: A Reader. Louisville: Westminster John Knox Press, 1994.

Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development. Cambridge, Massachusetts: Harvard University Press, 1982.

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UFMCC Documents on Clergy Professional Ethics

*Hoagland, Sarah Lucia. Lesbian Ethics: Toward New Value. Palo Alto, California: Institute of Lesbian Studies, 1988.

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+Heyward, Carter. When Boundaries Betray Us: Beyond Illusions of What is Ethical in Therapy and Life. San Francisco: HarperCollins, 1993.

*Students will choose one of the books marked with an asterisk to read and make a class presentation on that book.

+Half the class will read the Fortune book and the other half the Heyward book.

FYI

To: Students enrolling in the Ethics course
From: Dr. Mona West
Re: Textbooks
Date: December 5, 1996

- Please note on the textbook order form that there are two categories of textbooks for the Christian Ethics course. The first six books are required. You must purchase them for the course.

  The remaining books listed are supplemental. From the supplemental list you will be asked to purchase and read either *Is Nothing Sacred*, by Marie Fortune, or *When Boundaries Betray Us*, by Carter Heyward.

  You will also be asked to purchase another book of your choosing from this supplemental list. You will read and make a class presentation on this book of your choice. (See the enclosed course syllabus.)

  Finally, be sure to contact the instructor for your course to find out for certain if they have any changes to these supplemental textbook requirements.

M · E · M · O

CHRISTIAN ETHICS

COURSE DESCRIPTION:

Christian Ethics is a three credit introductory course designed for the student who is preparing for ministry in UFMCC to understand the sources, methods and issues in an academic study of ethics/moral theology. Particular attention is given to the application of theoretical ethical study to the lives of individual persons within the context of UFMCC congregations. The course will explore the differences between philosophical ethics and theological ethics, the sources that are used in ethical analysis and decision-making, the differences in traditional Christian theologies in ethical considerations, the critique that various liberationist theologies raise to traditional ethics, and the application of moral theology for clergy and congregants alike.

COURSE OBJECTIVES:

To familiarize students with the different fields of ethical study.

To enable students to understand the distinctive nature of Christian ethics in the broader field of ethics.

To familiarize students with the various sources for engaging in Christian ethics.

To engage students in an analysis of traditional Christian ethical positions and to understand the critiques raised by the various liberationist theologies of those positions.

To expose students to basic principles in ethical decision making and facilitate their application of these methods to everyday life as well as the context of ministry.

To enable students to reflect upon their own moral development and moral agency.

To enable students to reflect upon their own ministry and the demands of professional clergy ethics upon that ministry, particularly in regards to preventing sexual misconduct and its resultant harm to parishioners.

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7. Case studies.

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+Half the class will read the Fortune book and the other half the Heyward book.

CHRISTIAN ETHICS
COURSE OUTLINE AND READING ASSIGNMENTS

UNIT I. Course Introduction/What is Ethics?/What is Christian Ethics?

Reading: Student Reader: Macquarrie & Childress,
The Westminster Dictionary of Christian Ethics
"Ethics"
"Christian Ethics"
"Business Ethics"
"Sexual Ethics"
"Professional Ethics"
Maguire, The Moral Core of Judaism & Christianity

Assignment Due: Reflection Paper #1

UNIT II. Sources for Christian Ethics

Reading: Student Reader: Macquarrie & Childress
The Westminster Dictionary of Christian Ethics
"Bible in Christian Ethics"
"Ecclesiology and Ethics"
"Natural Law"
"Tradition in Ethics"
"Science and Ethics"
"Feminist Ethics"

Gustafson, Protestant and Roman Catholic Ethics

Assignment Due: Reflection Paper #2

UNIT III. Critique by Liberationist Theologies, Part One

Reading: Student Reader: Valerie Saiving, "The Human Situation: A Feminine View" from Womanspirit Rising: A Feminist Reader in Religion, Carol P. Christ and Judith Plaskow, eds. San Francisco: Harper and Row, 1979.

Daly, Feminist Theological Ethics. Articles by: Haney (pp. 3-12), Robb (pp. 13-32), Cannon (pp. 33-41), Williams (pp. 42-58), Isasi-Díaz (pp. 77-87), Daly, M. (pp. 121-134), Bennett (pp. 135-145), Andolsen (146-159), Eugene (pp. 160-171), & Heyward (pp. 172-180)

Assignment Due: Reflection Paper #3

UNIT IV. Critique by Liberationist Theologies, Part Two

Reading: Nelson & Longfellow, Sexuality and the Sacred. Articles by: Culbertson (pp. 183-194), Nelson (pp. 195-215), Clark (pp. 216-227), Part 5 (pp. 357-401)

Assignment Due: Reflection Paper #4

UNIT V. Critique by Liberationist Theologies, Part Three

Reading: Based on Chosen Class Presentation Topic

Assignment Due: Class Presentation #1

UNIT VI. Moral Development and Moral Agency

Reading: Gilligan, In a Different Voice

Assignment Due: Reflection Paper #5

UNIT VII. Applied Ethics, Part One

Reading: Daly, Feminist Theological Ethics, Articles by: Farley (pp. 192-212), Harrison with Cloyes (pp. 213-232), Raymond (pp. 233-243), Lebacqz (pp. 244-261), Bettenhausen (pp. 262-270), Keller (pp. 282-294), Hunt (pp. 315-325)

Assignment Due: Class Presentation #2

UNIT VIII. Applied Ethics, Part Two

Reading: Nelson and Longfellow, Sexuality and the Sacred Articles by: Lorde (pp. 75-79), Ellison (pp. 236-241), Harrison (pp. 242-255), Lebacqz (pp. 256-261), Furlong (pp. 262-263), Dominian (pp. 264-276), PCUSA (pp. 282-287), PCUSA (pp. 297-304), Jantzen (pp. 305-313), Shelp (pp. 314-325), Fortune (pp. 326-334), Ellison (pp. 335-344), Pellauer (pp. 345-353)

Assignment Due: Class Presentation #2 (cont'd.)

UNIT IX. Applied Ethics, Part Three

Video Viewing: "Torch Song Trilogy" or
"Jeffrey" or
"Desert Hearts" or
"When Night is Falling" or
"Go Fish"
"Priest"

Assignment Due: Reflection Paper # 6

UNIT X. Professional Ethics for Clergy

Reading: UFMCC Documents Regarding Clergy Professional Ethics
Either Fortune or Heyward books (Both recommended, if time permits)

Assignment Due: Research Paper

CHRISTIAN ETHICS
INSTRUCTOR'S MANUAL

STUDENT ASSIGNMENTS:

UNIT I. Assign a 3-5 page reflection paper on the meaning of ethics to the student. In particular, the student should discuss what ethics is for them, why ethics are important, and what difference Christian faith makes to their ethics.

Students should prepare a question or two on the Maguire reading that they wish to discuss.

UNIT II. Assign a 3-5 page reflection paper on the sources of the student's theological ethics. Is there one source that is more important than others or a combination?

Students should prepare a question or two on the Gustafson reading that they wish to discuss.

UNIT III. Assign 3-5 page reflection paper in dialogue with one of the authors in the assigned reading. The student may agree or disagree, but the paper must delineate why the student takes the position that she/he takes.

UNIT IV. Assign a 3-5 page reflection paper in which the student names the most important guiding principles in their own sexual ethic.

Students should prepare a question or two on the readings that they wish to discuss.

UNIT V. Students should choose one of the books from the required reading list with an asterisk (*) and prepare a class presentation/discussion based on the book. The presentations may be made as group or panel presentations if there are sufficient number of people to have more than one person reading the same book.

UNIT VI. Assign a 3-5 page ethical autobiography in which the student discusses the major influences on their own moral development.
Students should prepare a question or two on the Gilligan reading that they wish to discuss.

UNIT VII. & VIII. Students should choose one topic from a list of ethical issues to research and prepare a class presentation on the topic. Each student should take a different topic in order that as many situations as possible can be discussed. The topic and research may form the basis for the final research paper.

Topics:

Reproductive Technologies	Abortion
Gay/Lesbian Parenting	Euthanasia
Domestic Violence	Ecology
Sexual Violence	Marriage/Holy Unions
War	Pornography
Conscientious Objectors	S/M
Incest/Child Abuse	Monogamy

Other topics may be added at the discretion of the instructor and interest of the students.

UNIT IX. Students should choose one film to watch. Assign a 5-7 page paper identifying the ethical principles developed in the film. Students should then engage with those principles from a Christian faith perspective. Does the student agree/disagree with the principles and why? An alternative approach would be to prepare a sermon or a religious education discussion program based on the film.

UNIT X. Assign a 10-15 page research paper on a topic of the student's choosing, with instructor approval. Class presentation #2 topics make excellent research topics and students should feel free to build on their presentation in preparing their paper. Students also have the option of researching a different topic for the research paper in order to explore more issues in the course.

Grading may be done as follows:

Reflection Papers	25%
Class Presentations	25%
Class Participation	25%
Research Paper	25%

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CHRISTIAN ETHICS

A Course Developed for

SAMARITAN INSTITUTE FOR RELIGIOUS STUDIES

by

The Rev. Anita L. Bradshaw

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"Christian Ethics"
"Business Ethics"
"Sexual Ethics"
"Professional Ethics"
Maguire, The Moral Core of Judaism & Christianity

Assignment Due: Reflection Paper #1

UNIT II. Sources for Christian Ethics

Reading: Student Reader: Macquarrie & Childress
The Westminster Dictionary of Christian Ethics
"Bible in Christian Ethics"
"Ecclesiology and Ethics"
"Natural Law"
"Tradition in Ethics"
"Science and Ethics"
"Feminist Ethics"

Gustafson, Protestant and Roman Catholic Ethics

Assignment Due: Reflection Paper #2

UNIT III. Critique by Liberationist Theologies, Part One

Reading: Student Reader: Valerie Saiving, "The Human Situation: A Feminine View" from Womanspirit Rising: A Feminist Reader in Religion, Carol P. Christ and Judith Plaskow, eds. San Francisco: Harper and Row, 1979.

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Assignment Due: Reflection Paper #3

UNIT IV. Critique by Liberationist Theologies, Part Two

Reading: Nelson & Longfellow, Sexuality and the Sacred. Articles by: Culbertson (pp. 183-194), Nelson (pp. 195-215), Clark (pp. 216-227), Part 5 (pp. 357-401)

Assignment Due: Reflection Paper #4

UNIT V. Critique by Liberationist Theologies, Part Three

Reading: Based on Chosen Class Presentation Topic

Assignment Due: Class Presentation #1

UNIT VI. Moral Development and Moral Agency

Reading: Gilligan, In a Different Voice

Assignment Due: Reflection Paper #5

UNIT VII. Applied Ethics, Part One

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Assignment Due: Class Presentation #2

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Assignment Due: Class Presentation #2 (cont'd.)

UNIT IX. Applied Ethics, Part Three

Video Viewing: "Torch Song Trilogy" or
"Jeffrey" or
"Desert Hearts" or
"When Night is Falling" or
"Go Fish"
"Priest"

Assignment Due: Reflection Paper # 6

UNIT X. Professional Ethics for Clergy

Reading: UFMCC Documents Regarding Clergy Professional Ethics
Either Fortune or Heyward books (Both recommended, if time permits)

Assignment Due: Research Paper

SUGGESTIONS FOR FACULTY:

UNIT I:

1. Review the course syllabus and assignments. Review each of the required texts so that students will understand each's significance to the course. Review the texts that students have an option to choose the one of most interest.

2. Review the topics of ethical issues for class presentations and for research papers.

3. Prepare and deliver a brief lecture based on the dictionary articles that is an overview of ethics, methodologies, sub-disciplines, and the distinctiveness of theological and Christian ethics.

4. Discuss with students their opinions of traditional ethics. Generate a list of a where students affirm traditional ethics and where they find them inadequate. These lists are brainstorming lists and need not have consensus. If the general topic of ethics is too large to discuss adequately, focus on a sub-discipline, such as sexual ethics.

5. Facilitate a discussion of Maguire utilizing the questions that students prepared on the reading. Does Maguire offer any relief to the inadequacies raised by the students in the brainstorming exercise? Is he helpful in beginning to reshape Christian ethics?

UNIT II:

1. The focus of this unit is to understand the sources for doing Christian ethics and where many of the current ethical theologies originate. Stress with students that in a UFMCC setting there will be a real mix of understandings of ethics based on the traditions that are represented in the various members, friends and regular attendees. Even when people claim to have left a particular tradition behind, they may be unaware of the influence that is present in their beliefs and decisions.

2. Discuss the Gustafson reading based on the questions that students raise. Encourage students to relate the material to their own religious upbringing. Discuss the differences in ethical views of those raised in Protestant traditions and in the Roman Catholic tradition and any other traditions represented in the room.

3. Examine ethics within the UFMCC. Based on the sources material and Gustafson's analysis, where do students find UFMCC ethically in how it operates. What sources does it draw upon to operate, make decisions

and theologize? Where are there areas that UFMCC still needs to develop ethical positions or considerations?

4. Building on the discussions in Unit I and in this unit, begin to develop a constructive ethic. What are the principles that are important for Christians today? What are the sources for those principles? Keep a running list of the principles throughout the course. A final copy should be given to each student at the end of the course as substance for further reflection.

5. Ask students to determine which book they plan to read for Unit 5. Try to get all of the books covered by different students.

6. Ask students to determine which topic for class presentations in Units 7 and 8. Again, seek to have each student focusing on a different topic so that the class can explore a wide variety of topics.

UNIT III:

1. Give students a brief overview of the varying viewpoints of the various liberationist theologies - feminist, womanist, black theology, gay/lesbian theology, mujerista, etc. The article in Daly's Feminist Theological Ethics, "Appropriation and Reciprocity in Womanist/Mujerista/Feminist Work" should be helpful in this overview. Stress the importance of experience in a liberationist critique.

2. Facilitate a discussion on the readings utilizing the student's reflection papers.

3. Continue building the constructive ethic begun in Unit II.

UNIT IV:

1. Understandings of sexual ethics are woven throughout the course. This session takes up those understandings more directly, especially in relation to lesbian/gay/bisexual/transgendered sexuality.

2. Facilitate a discussion on the readings based on questions that students prepared prior to class.

3. Invite students to share their personal ethic of sexuality. Stress that this an optional sharing and that the point of sharing is not to evaluate each other's ethics, but rather to see the diversity and similarity of the various viewpoints. Ask students, in sharing, to identify sources for their ethic.

4. Invite students to discuss sexual ethics as found in contemporary literature. Encourage them to explore novels such as Stone Butch Blues by Leslie Feinberg, Rubyfruit Jungle by Rita Mae Brown, The Bar Stories by Nisa Donnelly, A Stone Gone Mad by Jacquelyn Holt Park, Midnight in the Garden of Good and Evil by John Berendt, B-Boy Blues by James Earl Hardy, Harlan's Race by Patricia Nell Warren, and Just As I Am by E. Lynn Harris.

5. Continue building the constructive ethic begun in Unit II.

UNIT V:

1. The class session should focus entirely on student presentations of the various optional books which are responses from different points of view on sexual ethics within the lesbian and gay communities.

2. Continue building on the constructive ethic.

3. Ask students to decide whether they intend to read Heyward or Fortune for Unit X.

UNIT VI:

1. This session's focus is moral development and moral agency. Present a brief lecture on issues of moral development and agency. Topics such as free will and choice are critical to the understanding of moral agency. Material in Gilligan, Fortune (Love Does No Harm) and Hoagland will be helpful here, as well as biblical and traditional sources. This lecture is more to introduce the concepts than to give them a full explication.

2. Divide the class into gender groups and ask each group to identify the values they were raised with as boys or girls. The groups should discuss for about 15 minutes. Reconvene as the full class and discuss each group's findings.

3. Divide the class by sexual orientation groups and ask each group to identify values prevalent within their orientation community. The groups should discuss for about 15 minutes. Reconvene as the full class and discuss each group's findings.

4. Facilitate a discussion on Gilligan based on student questions prepared prior to the class session.

5. Invite students to share their moral development autobiographies. As with the person sexual ethic discussion, stress the voluntary nature of sharing and the prohibition of evaluating the autobiographies.

6. Continue building on the constructive ethic.

7. Determine which films students intend to watch in preparation for Unit IX. As with the books and ethical issues topics, attempt to get all of the films covered.

UNITS VII and VIII:

1. These sessions are designed to explore a variety of ethical issues confronting persons in contemporary society.

2. Each session should focus completely on student class presentations and discussion of those presentations.

UNIT IX:

1. This session is to explore further how Christian ethics are applied in a lesbian/gay/bisexual/transgendered context.

2. Discuss the various movies that students have watched utilizing the student reflections.

3. Divide the class into small groups and have each group discuss the case studies found in the Appendix A. The small groups should discuss for about 20 minutes. Reconvene the class and discuss each group's findings.

4. Continue to build on the constructive ethic.

UNIT X:

1. The focus of this session is on the application of Christian ethics to the professional setting of ministry.

2. Facilitate a discussion with students on the Heyward and Fortune books. Ask students who read each book to present its main arguments and then ask students to critique each book in light of the other book.

3. Discuss the UFMCC clergy ethics documents.

4. Discuss the distinctions that Fortune makes between wanderers and predators in clergy misconduct situations.

5. View the videos "Not in My Church" and the third part of "Once You Cross the Line" and discuss the films. Videos are available from the Center for the Prevention of Sexual and Domestic Violence in Seattle, Washington (206/634-1903).

6. Divide the class into small groups and discuss the case studies in Appendix B. Small group discussion should last about 20 minutes. Reconvene the class and discuss the findings.

7. Make any finishing additions/amendments to the constructive ethic and make arrangements to get copies to each student.

Further suggestions may be found in Appendix C.

APPENDIX

APPENDIX A

Case Study #1:

A gay male couple requests a counseling appointment with you as the pastor. During the session they reveal that they are struggling with two different understandings of their relationship. One partner feels strongly that they should be monogamous in their relationship with one another. The other partner expresses a desire to have an open relationship. How would you counsel this couple? What ethical principles would you draw upon to help them in their struggle?

Case Study #2:

A lesbian couple and a gay male couple want your opinion on their plan to have a baby together. What sort of questions would you raise with them as they consider this decision? How would you advise them and why?

Case Study #3:

A young lesbian woman comes to you saying that she is feeling guilty about becoming involved in the S/M community. She also reveals during the interview that she was incested as a child by her father, as well as experiencing a great deal of physical violence from him. How would you approach this situation and why?

Case Study #4:

A bisexual man meets with you to discuss his impending marriage to a woman. He is concerned with how he will handle his interest in men and how to discuss with his fiancee his concerns. What sort of questions would you explore with him? How would you advise him and why?

APPENDIX B

Case Study #1:

You are the single pastor of a small congregation in a semi-rural area. A new congregant appears one Sunday and you both hit it off immediately. It is clear that there is a great deal of energy between the two of you and as you get to know each other, you obviously share a great deal in common. Should you begin to date this parishioner and become sexually involved? Why or why not? If you do decide to date, how should you handle the situation for the parishioner and within the congregation?

Case Study #2:

You are on the District Board of Ordained Ministry and are asked to hear a complaint brought against a pastor. The pastor is accused of engaging in a sexual relationship with a teenager in the congregation. The pastor told the youth that the relationship would teach the youth about sex. How would you approach this case? What process would you use to investigate the case? What ethical principles are important to this case?

APPENDIX C

I. Annotated Listing of Required and Suggested Texts

Maguire, Daniel C. The Moral Core of Judaism and Christianity.
Examines the commonalities in the Jewish and Christian traditions in ethical thought and their relevance for public life.

Gustafson, James M. Protestant and Roman Catholic Ethics: Prospect for Rapprochement.
An examination of the differences in the two ethical traditions and an assessment of their commonalities and prospects for future dialogue.

Daly, Lois K., ed. Feminist Theological Ethics: A Reader.
The first collection of writings by leading feminist theologians and ethicists that examines the many facets of moral thought. Includes many perspectives such as womanist, mujerista, and ecofeminist.

Gilligan, Carol. In a Different Voice: Psychological Theory and Women's Development.
Groundbreaking work that examines the traditional theories of moral development and critiques them from a feminist point of view.

Nelson, James B. and Longfellow, Sandra P., eds. Sexuality and the Sacred: Sources for Theological Reflection.
A comprehesive collection of essays that examine the intersection between human sexuality and theology from many different viewpoints.

UFMCC Documents on Clergy Professional Ethics.
Includes pertinent sections of the Bylaws of the Fellowship and the Clergy Code of Conduct.

Hoagland, Sarah Lucia. Lesbian Ethics: Toward a New Value.
A philosophical assessment of traditional theory of moral agency from the perspective of a radical feminist lesbian.

Fortune, Marie M. Love Does No Harm: Sexual Ethics for the Rest of Us.
An examination of the process of ethical decision-making in intimate relationships.

Cannon, Katie G. Black Womanist Ethics.
A study of the distinctive moral character of the African-American women's community.

McNeill, John J. Freedom, Glorious Freedom.
An examination of the effect of freedom on lesbians and gay men when they connect with the spirit of God in order to live free and mature lives.

Glaser, Chris. Uncommon Calling: A Gay Man's Struggle to Serve the Church.
A personal account of one man's attempt to live a faithful and responsible life as an openly gay Christian.

Goss, Robert. Jesus Acted Up: A Gay and Lesbian Manifesto.
A study in the intersection of "queerness" with liberation theology and its impact on lesbian and gay life and the homophobia of the churches.

Comstock, Gary David. Gay Theology Without Apology.
An examination of traditional Christian theology through gay eyes.

Fortune, Marie M. Is Nothing Sacred?: When Sex Invades the Pastoral Relationship.
A case study of the devastating effects of clergy sexual abuse of parishioners with one congregation and the implication of such abuse for all involved.

Heyward, Carter. When Boundaries Betray Us: Beyond Illusions of What is Ethical in Therapy and Life.
A reassessment of the theories around boundary concerns and boundary crossings in professional relationships.

II. What is a Constructive Ethic?

This on-going exercise throughout the course is an attempt to engage students in determining ethical principles that can be drawn upon in developing a moral theology that is pertinent in the context of contemporary society, particularly in a queer context. The constructive ethic will not be definitive nor will it be conclusive, but rather a thought provoker that students will take with them into their ministries as a working document. An example of what might be included is a statement such as "Intimate relationships should reflect a mutuality of consent and power."

III. Guidelines for Reflection Papers

Reflection papers are to examine the student's own point of view on a particular issue that engages the authors read for a particular section. This is more than just the student's opinion. The paper should make an argument either agreeing or disagreeing with a particular author

and then support that argument with solid reasoning. Assignments for the papers are spelled out in the "Suggestions for Faculty." Grading is based on how well the student argues their case, not on the actual point of view presented.

IV. Course Presentation

The following outlines suggest how to group the course material for a format of three or four weekends or for a weeklong session. It is crucial that there be time built in for student's to reflect and absorb the material presented and read. Both suggested formats are predicated on students reading some of the course texts prior to arrival.

Weekend Format (Saturday, 9 a.m. - 5 p.m. and Sunday, 1 - 5 p.m.)

First Weekend
- Saturday - Units I and II
- Sunday - Unit III

Second Weekend
- Saturday - Units IV and V
- Sunday - Unit V (continued)

Third Weekend
- Saturday - Units VI and VII
- Sunday - Unit VII (continued)

Fourth Weekend
- Saturday - Units VIII and IX
- Sunday - Unit X

Weeklong Format

Monday - Units I and II
Tuesday - Units III and IV
Wednesday - Units V and VI
Thursday - Units VII and VIII
Friday - Units IX and X

V. A Final Note

As the books (fiction and theological) and films about lesbian, gay, bisexual, transgendered, and transexual life are growing at a fast pace, please feel free to add to the list of films, optional texts, and novels as materials are developed. The lists here are merely intended to get people started in this enterprise.